



PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE

NAME OF COURSE:

IBII Psychology

GRADE LEVEL:

12

SCHOOL YEAR:

2011-2012

COURSE DESCRIPTION

Prerequisite: IBI Psychology

The following is taken from the IBO's document in Psychology:

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and socio-cultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

Year 2 of IB Psychology two options (topics) are chosen for study. In Pinewood School we will focus on Abnormal Psychology and Developmental Psychology. The second option (Developmental Psychology) is for Higher Level students only.

LEARNING OBJECTIVES

1. develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the develop an awareness of how psychological research can be applied for the benefit of human beings
2. ensure that ethical practices are upheld in psychological inquiry
3. develop an understanding of the biological, cognitive and sociocultural influences on human behavior
4. develop an understanding of alternative explanations of behavior
5. understand and use diverse nature and activities of the individual and society
6. develop awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
7. enable the student to collect, describe and analyze data used in studies of society, to test hypotheses, and to interpret complex data and source material
8. develop the awareness that the content and methodologies of psychology are contestable and that their study requires the toleration of uncertainty
9. develop the understanding and use of diverse methods of psychological inquiry.
10. demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation

Note: Aspects of research methodology and the use of statistics to infer data is developed throughout the course.

SCOPE AND SEQUENCE *

QUARTER I

Option I-Abnormal Psychology – this option will focus on anxiety, affective, and eating disorders

Psychological disorders

1. Concepts of normality and abnormality
2. Validity and reliability of diagnosis
3. Cultural and ethical considerations in diagnosis
4. Symptoms and prevalence of these disorders from each of the following groups:
5. Anxiety disorders (PTSD) and
6. Affective disorders (unipolar depression)
7. Eating disorders (anorexia, bulimia)
8. Analysis of the aetiologies of PTSD /Unipolar depression / anorexia and bulimia
9. Analysis of cultural and gender variation in prevalence of above disorders

QUARTER II

Option I- Abnormal Psychology

Implementing Treatment for Disorders

1. Examination of biomedical, individual and group approaches to treatment(*drug therapy*)
2. Evaluation of the use of biomedical, individual and group approaches to the treatment of one disorder(*family groups, encounter groups, community groups*)
3. Examination and of the evaluation of use of eclectic approaches to treatment (*systematic desensitization, cognitive restructuring therapy*)
4. Examination of the relationship between etiology and therapeutic approach in relation to one disorder(*Psychotherapy ,cognitive approach , drugs-biomedical*)

Quarter III

Option 2-- Developmental psychology

- 1.The extend biological, cognitive and socio-cultural factors influence society.
- 2.Psychological research (theories and/or studies) relevant to developmental psychology.
- 3.Theories of development/Piaget/Bruner/Vygotsky/ and brain development theories).
- 4.Social and environmental variable that may affect cognitive development(parenting, educational environment, poverty, diet).

Social Development

1. Attachment in childhood and its role in subsequent formation developments
2. Potential affects of deprivation or trauma in childhood on later development.
3. Defiance and resilience
4. Strategies in building resilience

QUARTER IV

Option 2- Developmental psychology

1. Formation and development of gender roles.
2. Cultural variations in gender roles.
3. Relationships between physical change and development of identity during adolescence.
4. Psychological research into adolescence (Erikson's identity crisis, Marcia).

REVIEW

1. **Social-cultural level of analysis**
2. **Biological level of analysis**
3. **Cognitive level of analysis**
4. **Abnormal Psychology**
5. **All case studies and experiments taught to enhance understanding or prove the theory.**

**Note that the order in scope and sequence is subject to change during the school year.*

HOMEWORK POLICY

The IB external psychology exam is an essay-based assessment. Therefore, we will be doing a lot of writing this year. In the IB psychology course students will participate in many different research activities and then write experimental reports on data collected.

- Analytical essays e.g. evaluation of theories, concepts, and methods for level of analysis
- Research reports/essays
- Unit tests/quizzes to cover the understanding of the concepts learned in each unit/and or/perspective
- Essays based on IB question (outcomes)
- Analysis and evaluation of empirical studies
- Various experiments and their written reports
- Oral presentations

Other Elements

- Homework
- Class participation
- Interest and effort

ASSESSMENT

Assessments include: written exams, précis quizzes, Socratic Seminars, presentations, and take-home essays. It is important that you always do your best, and do not fail to submit any of your assignments on time.

80% of the Quarter Grade:

- All tests- special reports, research reports, analytical essays, oral presentations count as tests.

20% of the Quarter Grade

- Class participation, discussion, behavior and attitude constitute 10% of the quarter grade
- Homework, in-class writing assignments, interest and effort constitute another 10% of the quarter grade.

For the Internal assessment, both Higher Level and Standard Level students are required to undertake an experimental study and produce a report of their study. Higher Level students do this at a more complex level, involving inferential statistics. Standard Level students do a simple experiment involving descriptive statistics. Year 2 is when this experiment should be completed and given to the IB coordinator in February 2011. Students will working on this experimental study in stages. There will deadlines to meet for each stage .Make sure you keep up and meet the specific deadlines given.

RESOURCES

Basic Texts:

- Pearson Baccalaureate: Psychology for the IB Diploma, Oxford: Pearson UK, 2010
- Crane, J., & Hannibal, J. IB Diploma Programme: Psychology Course Companion, Oxford: Univ. Press, 2009
- Glassman, William E. Approaches to Psychology, Open University Press, 2007
- Hilgard, E.R. Introduction To Psychology, Harcourt Brace, Jovanovich, 2004
- Gross, R. E. Psychology the Study of the Mind and Behavior, Hodder, and Staughten Publishing Co. 1996
- Cooligan, Hugh, Introduction to Research Methods and Statistics in Psychology, Hodder and Staughten Publishing Co. 1996
- Hock, R.R. Forty Studies that Changed Psychology

ACADEMIC HONESTY

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offenses. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.